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BALCONY SQUARE

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Editor: Jerry Amernic

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THE CRISIS IN FINANCING
AN ONTARIO FEDERATION OF STUDENTS REPORT

By Karolyn Kendrick

A Brief Overview of Financing:

At present, post-secondary education in this province is financed through a weighted formula based on Basic Income Units (BIU's), which are per capita grants to post-secondary institutions. For instance, an undergraduate Arts student is "worth" one BIU, whereas a doctoral student is "worth" six BIU's. Students in science and professional faculties are worth more than arts students.

In addition, financing is done on a slip-year system; that is, post-secondary institutions receive their grants on the basis of the previous year's enrolment. Obviously, this favours a declining or static enrolment situation, and, in fact, the system was instituted in the early 70's when enrolments in universities were declining. However, this system was also imposed on colleges, which have always showed strong growth, and has not been changed in the last few years when enrolments in universities have begun to climb once again.

Further, in the past, universities have been eligible for supplementary, or extra-formula, grants for special financing difficulties. These have been almost automatic for the so-called emerging universities, such as Lakehead, Laurentian, Carleton, and Brock. All of these are schools that have large undergraduate liberal arts populations and, thus, do not get the advantage of the weighted BIU's that go to the schools with large graduate and professional enrolments. The rationale for the distribution and amount of these supplementary grants has never been clearly delineated. In the past the Ministry of Colleges and Universities has distributed the money based on the negotiations between the individual university and the Committee on University Affairs, now replaced by the Ontario Council on University Affairs (OCUA).

The whole formula financing system has been one of controversy: the larger universities, such as Toronto and Western, tend to favour it, since they receive the advantages of the weighted BIUS's, whereas the smaller and newer schools would like to see it replaced with some other scheme; and over the past few years they have kept whole bureaucracies busy devising complex alternatives of varying degrees of impracticability.

Since 1972, the annual increase in the value of the BIU has not kept pace with inflation. Since 1970 the value of the BIU has risen only $370, from $1,730 to the announced value for 1975-76 of $2,100 for university students. As a result, universities have been cutting back and dipping into rapidly depleting reserves for the last few years. Their staffs have been falling behind drastically in relative pay scale, while students have been facing larger classes and an increasing emphasis on rote learning. At the same time, this rationalization of the learning process has been planned and executed by a centralized and unrepresentative body of administrators and academicians both on the local and provincial levels.

The Crunch:

In late November James Auld, Minister of Colleges and Universities, called a special meeting of university and college administrators to announce financing arrangement for 1975-76. He announced a 7.4 per cent increase in the value of the university BIU, from $1,955 to $2,100; and a 5.5 per cent increase for college students, up to $2,063.

At the same time, Auld said that if the Council of Regents and the Ontario Council on University do not wish to continue the present formula financing arrangements, they can suggest other ways to distribute the $109 million increase in total operating grants (a 16.9 per cent increase). However, said Auld, post-secondary institutions cannot raise tuition fees nor make any changes in the present policy of accessibility.

Inflation is projected around 14 per cent for the year, and enrolments rose this year about 6 per cent in the university system and near 8 per cent in the colleges. Post-secondary institutions are already experiencing incredibly high turnover rates in their non-academic staff because of the bad pay. College faculty, unionized under the CSAO, are already negotiating for salary increases, and the university faculty have set a bargaining figure of 25 per cent. According to COU figures, hospital salary settlements for clerical and technical workers are 22 to 50 per cent higher than those for comparable university staff filling similar jobs.

Due to the government's financing plans, 14 of the 15 provincial universities (the one exception being Wilfred Laurier, apparently), have announced that they face serious financial difficulties next year. Many of them have raised the spectre of bankruptcy within the next few years, while all of them face serious deficit financing. The universities claim they face a collective deficit of $35-$40 million next year if they carry ahead all current programmes and increase salaries to keep pace with inflation.

Balcony Square photographer Greg Fitz seemed to capute the plight of the student in this picutre. The student's hand is naturally on the right. (That wasn't too hard to figure out, was it?) The hand of government is on the left. And, of course, it's all a matter of economics, isn't it?

The Reactions:

So far the reaction of the academic establishment has reflected the elitist and self-serving nature of its decision making bodies. While claiming to have the best interests of the academic community at heart, individuals and organizations within the establishment have responded in ways that can only alienate them from potential support from students and the community at large and that can only increase the public's perception of them as a narrow interest group.

John Macdonald, executive director of the Council of Ontario Universities (COU), has

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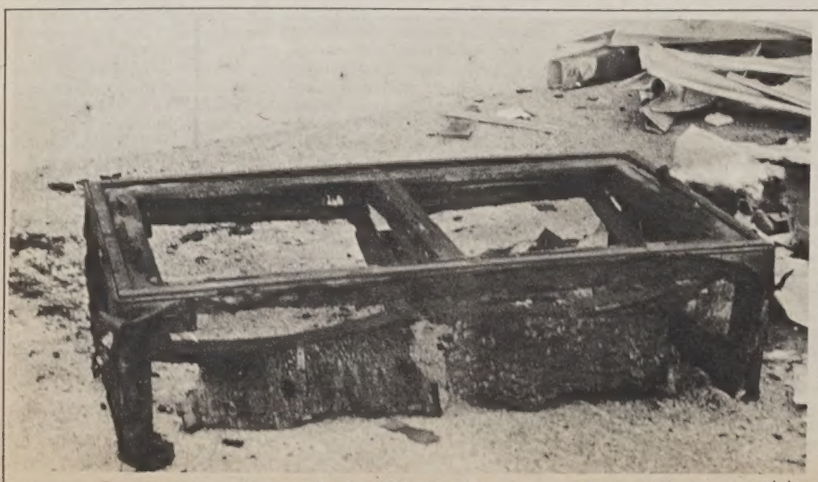

— All that's left of the old chesterfield which was burnt to bits recently in that R-wing fire is this. The fire was believed to be caused by careless smoking. (Photo by Greg Fitz).

Scarborough College on Fire!

The fire-proof walls of Scarborough College were put to a test recently.

On the night of Monday, February 3, a chesterfield fire was reported in the second floor lounge on the recreation wing. The fire department came and put out the flames. The walls were blackened but, alas, they did not burn.

"All it was was a chesterfield fire," said Captain Al Snelling of the borough Fire Department.

"The cause is unknown but is believed to be careless smoking."

The lounge where the fire took place is supposedly a non-smoking area.

Captain Snelling was asked if this was the first time the fire department had to come to Scarborough College.

He said calls from the college had been reported before but he couldn't think of another instance when the fire department had to come.

"Maybe a fire is impossible as far as the building is concerned," Captain Snelling said, "but, as far as the contents, well . . ."

If the fire was indeed started by a careless smoker the Balcony Square says 'shame on you'. You should know better. After all, you are in university now.

EDITORIAL PAGE

THE EDITOR'S VIEW

I am more than happy that I didn't run for office in the college when I was a student here. The problems I would have had to put up with would have made me a prime candidate for the Happy Farm.

In covering college news this year, and having the odd run-in with the Students' Council, I have found that when university students are put in the position of power they don't hesitate to demonstrate a little 'Nixonianism.'

The personality conflicts which have taken place this year are absolutely ridiculous. The charges and countercharges, the threats, the name-calling, the resignations . . .

You know, in a sense, our college is something of a little self-governed community. Take a look around you.

There is an elected President, Vice-President, and a body of commissioners. All together this group is called the SCSC. (Scarborough College Students' Council for those who have yet to attend classes).

When election time comes around, and it's coming, you see a countless number of signs and posters all saying what a wonderful and fine fellow Joe Blow is and why don't you vote for him as your Blah-Blah commissioner or whatever. The results are inevitable. Ten, maybe fifteen percent, of the student body votes. And a large bulk of this group is none other than friends of Mr. Blow.

Well, this is similar to how municipal, provincial and federal elections are run. The only difference is that more people and more money are involved.

The editor of the Balcony Square is not about to attack Ontario Premier Bill Davis, or Prime Minister Pierre Trudeau (even though the editor can't stand either of these men) but ask why university students — most of whom are in their twenties — act like little children when elected to a post.

Back in September I really had no idea of how the SCSC functioned. And I couldn't really care. As long as important and relevant information was imparted to the Balcony Square that was all that mattered.

But, after all the stupid and childish things I have seen take place this year, I just have to make a comment.

I am not going to mention any names since I am not pointing a finger at anyone. I don't feel it is my job to say so-and-so is a good candidate or so-and-so is a bad candidate.

The students of the college have a right to know that a few people are in positions which control a considerable amount of money.

The Balcony Square has an idea. As to whether or not the idea will transform into fact is another matter.

As editor of the college newspaper I ask every commissioner in the Students' Council to submit to me, for publication in the next issue, a complete rundown of their respective finances for the entire year thus far. Since a lot of student money is involved I'm sure the students would very much like to know how much money every club, department, etc. has used up this year and where the money has gone.

This, of course, includes the Balcony Square operation, which is under the Communications commissioner.

What I'm saying is a balance sheet, a page-long if need be, should be made public. It's student money and the student should know where it goes.

I appeal to the SCSC, president, vice-president, commissioners, etc., to assist me in this endeavour. If there is any reason as to why the Balcony Square may not publish the aforementioned "balance sheet" I would certainly like to know what it is. And so would a few thousand students.

Well, Students' Council people, how about it?

Jerry Amernic Editor

Commissioner quits

Dear Editor:

(The following was presented to the Scarborough College Students' Council at their January 23, 1975 Meeting.)

I entered Scarborough College with every intention of getting involved with student council and attempting to help the students. But from the very first day I entered the council office I heard people bickering about things such as stables, the efficiency of the pub manager, or whether or not to impeach the president to name a few. This bickering has been continual since that first day. Instead of this council being an organization for the benefit of the students it has been nothing but an arena in which the numerous power-trippers on council have gotten their thrills.

My complete and utter disgust with this council came to a head with our ill-fated Winter Carnival. Because of the actions of a certain member of the Scarborough College Students' Council, SAC denied those of us working on Winter Carnival financial aid which had been approved in principle. Some may be wondering why we went to SAC instead of the Scarborough College Students' Council. The answer is simple. There was no allotment in the 75-75 budget for Winer Carnival, also since December the Scarborough College Students' Council has been technically broke. This is the first time in at least five years that there will be no Winter Carnival at Scarborough College. Winter Carnival is something which many students look forward to and when Council gave Greg A. Fitz the authorization to run carnival I felt that it was one of the few good things which they had done this school year. With the death of what could have been a great service to your constituents you have once again allowed your irresponsibility to show through.

Before closing I would just like to say that in six years of high school I did not run into one student council anywhere near as irresponsible as the Scarborough College Students' Council.

At this time I have no choice other than to resign as Deputy Social and Services Commissioner.

David Watkinson

Letters: Toole urges new management for U. of T. stables

Dear Editor:

At the last Scarborough College Student Council meeting I recommended a new form of management for the University of Toronto Stables. I suggested that a five member board of directors be established to manage and operate the stables. The SCSC President and the council approved this proposal.

There were several reasons for my proposing a board of directors. I am hopeful that this new management system will remove the stables from POLITICS so that it may be judged upon its merits and student interest. Second this arrangement I hope will allow those students who are interested in the stables or are business experts to operate the stables. This I believe would offer the project a greater chance of success.

The board will not be composed of any members of any student council. Two members will be appointed by SCSC and two by SAC. The remaining member will be appointed jointly by SCSC and SAC. By giving SAC in this manner a voice in the day to day operations of the stables I hope that more people will realize that the project is a U. of T. project and not exclusively a SCSC project.

I trust that this new board will succeed and further improve the riding facilities on the Scarborough College campus.

Brian Toole
Third Year Rep. SCSC

Brian Toole

Professor angry over evaluation

Dear Editor,

Let me declare straight away that I was both distressed and angered upon reading the evaluation of one of my fall courses. No, this isn't sour grapes on my part, because I will be the first to admit failings in the partly-experimental course. This letter, in any case, is written on behalf of myself and professors who share my view but, for obvious reasons, hesitate making it public. Some may not take this matter seriously at all, but I believe that evaluation is very important, and I reject the use of questionnaires for this purpose.

The aim of the S.C.S.C.-sponsored course evaluation is to provide students with information for course selection. Apparently the sort of opinion students want centres on the difficulty of courses, on the vigorousness of marking and grading, and on the personal qualities of the individual professors. The Students' Council and those who worked on the evaluation are to be commended both for taking an active interest in College teaching, and for providing professors with some useful comments and suggestions. However, it is necessary in order to assess the suefulness of such a publication for us to ask what specific assumptions underlie this **kind** of evaluation. Here are some of my thoughts on this matter.

The basic assumption is that cumulative opinion consensually validated and objectively processed is public property in the sense that students have a right of access to such opinion. Notice the implicit consumerism in this way of thinking: students are clients who pay for a desired product (information, skills, certification) and teachers are merchants who have certain commodities or services to offer them. Notice the liberalism implicit in the conviction that consumers have the right to such information. Notice also the similarities between the open curriculum and the free market in which individuals are said to exercise their freedom of choice. And finally, notice the scientism implicit in the statistical aspects of the evaluation: preselected opinions are presented for respondents to choose from; the data is subsequently processed and translated into standard percentage indices.

Concept of Education fallacious

There is much to be challenged in these ideas even though I must limit my comments severely. I will introduce more detailed criticisms by dealing first with the concept of education underlying these ideas. This concept of education is actually fallacious because it reduces education to only one of several necessary aspects: i.e., **instruction** (ideally the transfer of discrete bits of information, habits and skills from teacher to student). According to this concept, personal development, for example, or the cultivation of a self-critical outlook, have low priority . . . if they have any formal priority at all. However, even such a reductive view of education has distinctive ethical aspects, primitive though they may be: the student is at least legally, if not pragmatically, obligated to meet his side of the bargain if it is to be fair and profitable to both parties. Consequently, even on this simplistic conception of education it is not enough for a

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Pres. is student's choice

Dear Editor

Last year's SCSC Elections saw current President John O'Donohue placed in office by an astounding plurality. In a hard fought campaign, climaxed by an unusually high turnout at the polls, a new era in Students' Council affairs was begun.

As annual Elections swiftly approach us again, perhaps some reflections on the past year's activities would be in order. It seems to me that the facet of John O'Donohue's character which has been most strikingly illustrated during his regime, is his predilection for action. It was once said of Louis St. Laurent that his greatness lay in waiting until a problem was painfully obvious before dealing with it so that his decisiveness also could be seen. O'Donohue will never achieve that kind of greatness. Most of what he has done for the students of the College this year has gone practically unnoticed, either because of his unwillingness to brag about himself, or his occasional failures to even consult with his supporters.

Most students are probably aware of John's sponsorship of the U. of T. Horse Riding Stables, but how many are cognizant of his cardinal role in having the word "probation" removed from hundreds of student transcripts last fall because of its possible misinterpretation by prospective employers or graduate schools? His position as ex-officio member of College Council and its committees demands his presence at their meetings, and he is often the only student present to express our views to the administration and faculty.

More recently, John was asked to represent the College at a hearing of the Council on University Affairs by Principal D.R. Campbell. His well-received speech was an appeal for the construction of the proposed "Phase 3" addition to the College to alleviate our acute shortage of quiet study space and inadequate Library facilities. This marked the first time that a Scarborough College student had ever addressed the Committee, and was indicative of the Principal's profound respect for John's basically academic approach to Student Council. Indeed, he is to be congratulated for not insulting the students of this College with a cheap "bread and circuses" attitude.

Whatever the future may bring to the SCSC, I hope 1974-75 will be remembered as the year we became interested in academic questions to a sufficient extent to relegate social activities to their proper perspective. We should thank John O'Donohue for reminding us that the SCSC is more than just a dance committee!

Jay S. Madsen

EVANS SEES GRIM $ OUTLOOK FOR UNIVERSITIES

By Kim Jordan

"Old Wine in Smaller Bottles" was the topic of Dr. John Evans' address to a silent audience on January 29, at 1 p.m. in R3103. Dr. Evans, president of University of Toronto, discussed the financial future of Ontario universities and found the outlook grim.

"Some programmes and some universities will go under," Dr Evans prophesied.

A government policy of been a freeze on construction, and on the operating side, a series of grants totalling only one-half of a deficit at one time expected to be $8 million. Government plans have consisted of "last moment decisions", said Dr. Evans, with no future projection and no stated policy.

The unwillingness of the government to change the "freeze and squeeze" policy has had a serious impact on the Scarborough and Erindale campuses in particular. Both are in a period of growth just as the government squeeze makes growth inadvisable, and no thaw is expected in the area of construction. The facilities at Scarborough are designed for 5,000 people, and are "not in balance", Dr. Evans notes. "Scarborough's athletic facilities are the finest, but the library is not adequate even for 3000 students."

The problems created for the university are numerous. An inequitable allocation of government grants has resulted in the denial of grants to Scarborough and Erindale, despite eligibility. The allocation, Dr. Evans charges, seems to favour a high rate of growth when this is not advisable in the light of the present financial situation. These Extra Formula Special Grants are being granted to institutions that do not require them, and rewards for efficient operations are denied.

Dr. Evans also called for a change in public attitude. The press is especially unsympathetic, he noted, and fosters the view that universities are empty in the winter, and that the only function of the university is to educate. These is an essential contribution to the nation that is being overlooked, and one of the tasks of the future is to re-educate the public.

Dr. Evans had several proposals to mitigate the impact of the government's policy on the university. A deficit of $8 million under the old budget is unacceptable, and University of Toronto must readjust the budget to cope with government policy. At the same time, the university must be prepared to accept an operating deficit of $4-5 million in 1975-76, which may deplete any surplus in the financial resources. The budget, Dr. Evans states, must be planned with care, and the universities must "avoid long-term committments" and be prepared to cope with deficits if there is no change in government policy. However, care must be taken to ensure an equitable salary for faculty members, whose rate of income increase is one half of that of the rest of the community, and to preserve the quality of education.

Long term plans call for an increase in revenue for the universities. Pressure must be placed upon the federal government to provide subsidies. The roles of the federal and provincial governments, Dr. Evans claims, has been one of each expecting the other to support the universities. Assistance from both levels of government is necessary. "There is no satisfactory alternative," said Dr. Evans. A decrease in future and an increase in yield from present expenditures is also mandatory.

A "rationalization of resources" was proposed as a solution. Dr. Evans claims that the universities must transfer, rather than add, resources, and a policy of sharing among the three campuses should be introduced. In the areas of library and computer resources, this has already been implemented, but under Dr. Evans' proposal, this reallocation of resources includes students and faculty. Overstaffing in disciplines of relatively limited appeal must be avoided. The advantages to this proposal are the opportunities for change and removal of territoriality of disciplines, and an avoidance of "stagnation" by the turnover in staff. Disadvantages include the prospect of a dislocation of career plans for individual professors. However, reallocation of resources is the only way to avoid cutbacks on staff. Unionization of faculty, and the possibility of province-wide negotiations to ensure equitable salaries were also mentioned.

The impact of the financial straits of Ontario universities may also be felt in the areas of new programmes and graduate studies. Appraisal of new programmes will be stringent, and some old programmes "may go under". There may be an increase in tuition fees if government contributions do not offset costs. The involvement of the government in university affairs may undermine the institution's self-determination.

"The University of Toronto will not come out unscathed", Dr. Evans said. "But its size, strength and diversity will preserve it. Our most precious resource is people, students and staff."

Hopes hang on the ability of the new Ontario Council of University Affairs to stimulate further government action, and work toward sustained government assistance on both the federal and the provincial levels.

John Evans, president of U. of T.

It will be a matter of "old wine in smaller bottles," Dr. Evans said, with the prophesy of "higher proof, greater potency."

SKI BASH

"SKI BASH" is Scarborough College's annual roll in the snow. Subsidized heavily by the Scarborough College Athletic Association, "Ski Bash" is the day when all of Scarborough College moves to Devil's Elbow, Bethany for downhill skiing, cross-country too, races, tobogganning, ski movies and of course, a pub!

Previous "Ski Bashes" are now a legend at Scarborough and are well known for the tremendous good times and fun had by all. This year "SKI BASH" will be MONDAY, FEBRUARY 17th and is threatening to break all records. The cost per person is $3.50 which includes tow ticket and transportation. Tickets will be on sale in Room R-2259, February 3rd to 14th from 1:00 to 3:00 p.m. ONLY! If you are planning to rent equipment, there is a limited number of sets available, so . . . sign up immediately!! See you on the slopes!

Tenure Report Poses a Threat

By John O'Donohue
President, Scarborough College Students' Council

The Academic Affairs Committee of the Governing Council of the University of Toronto recently made several recommendations concerning policy and procedures on academic appointments at the University of Toronto.

In essence, the report deals with the problem of awarding tenure to professors. Tenure guarantees a life-long appointment at the University.

The above report poses a potential threat to the appointment of good teachers at Scarborough College. It advocates that all Scarborough teaching staff hold cross appointments within the University, even though many members of the teaching staff do not have teaching responsibilities outside the College.

This would jeopardize the successful candidacy of a Scarborough College professor because more than one negative vote means automatic refusal of tenure. Hence, all Scarborough College professors would have to obtain six affirmative votes while many professors on the St. George Campus need only five positive votes to receive tenure.

The report also recommends that "the tenure committee should be enlarged by one member, that being the chairman of the department or other academic officer of the division in which the secondary appointment is held. . ." when there is a cross appointment.

In a time when academic appointments at the University are becoming increasingly scarce because of forced financial constraints and when many departments and faculties on the St. George Campus are overstaffed it would be only too easy for St. George Campus representatives on a Scarborough College Tenure Committee to recommend denial of tenure.

I will strongly urge the SCSC to inform the Academic Affairs Committee of Governing Council that it opposes this recommendation.

The report fortunately contains recommendations that reflect a sensitivity towards student demands for a voice in tenure decisions. Recommendation fourteen states that there shall be a non-voting observer on the tenure committee who may be a student, a lay member of the Governing Council or a member of the alumni. Recommendation seventeen advocates that there should be a University Tenure Committee with veto power to review all tenure decisions.

It also states that "The combined number of voting student and lay members of the University Tenure Committee should be equal to the combined number of voting academic administrators and teaching staff." This means that students have a direct input into the decision making process concerning Academic Appointments to the University.

In summation, the report, if ammended, represents a step forward in the continued fight for a more equitable academic appointment system which serves the interests of the students and faculty of Scarborough College.

Library lending period to change

In a report in which ten per cent of Scarborough College students gave their views, the library was found to be deficient in some areas.

Third year Students Council students' representative Brian Toole is the chairman of a committee which looked into the library. The SCSC set up the committee back in September, 1974 with the hope of improving problem areas in the library system.

"We had questionnaires distributed in various places around the college," Toole said. "From the results we made a report. There were two main recommendations which the students wanted. There should be a change from long-term loans to a shorter period and there should be better advertising (publicity) on the part of the library."

Toole said many students complained that they couldn't get the books they wanted because of the long-term loan system. Students have been able to take out books for the entire term, from September to December for example. With regard to "advertising" Toole said the library should better inform college students of some of the services it provides.

"We found out that 30 per cent of the students (who responded to the questionnaire) did not know there was a recall system for books," he said.

"And 40 per cent said they didn't use the library as their primary source. Students are also not aware of a lot of things like the fact they can order books from downtown through the library."

Toole suggests the library put notices in the college bulletin and in the Balcony Square to let the students know of its services.

Toole and his committee have recommended the library implement a two-week loan period for books.

"I know the students are upset about this," said Toole.

He mentioned Ann Brebner and Lou Quenet as people who helped him draw up the report which made the recommendation.

The Academic Affairs Committee has said it will also recommend implementation of the two-week period to College Council. The next meeting will not take place until after Reading Week.

Toole urges students to support the two-week loan period before it goes before College Council at the next meeting.

COLLEGE NEWS

What is Man?

"What is Man" is the title of Ruth Tulving's exhibit to be shown in the Meeting Place Gallery until February 17. The gallery is open from 9 a.m. to 9 p.m. each day. The exhibit is described by the artist as "an attempt to depict the male model seen through a female artist's eyes." The exhibit is arranged along the idea of a "film frame" where one motion is continued in a second and third print to carry through a thought.

Mrs. Tulving graduated from the Ontario College of Art and later taught in the Department of Drawing and Printing. She has exhibited widely both in Europe and North America and has received several international and national awards and prizes. Currently she is associated with the Nancy Poole Studio in Toronto.

P.M. in China

The Prime Minister's Trip to China, will be the subject of a slide and lecture presentation sponsored by the Scarborough College Students' Council.

The Honourable Martin O'Connell, Member of Parliament for Scarborough East is visiting the College on Monday, March 3, 1975 at 2:00 to give this very unique presentation. Mr. O'Connell visited China with Prime Minister Trudeau, when he was the Principal Secretary to the Prime Minister.

The former Minister of Labour will give you a unique view of China. The view is not that of an ordinary visitor to the Peoples' Republic, but as a visiting Head of State.

It is hoped that all students at the college, as well as faculty members will come to Room H-215 on Monday, March 3rd to see and hear this unique presentation.

Summer Jobs!

The Recreation and Parks Department of the Borough of Scarborough has a number of summer jobs available in the following areas:

- **playground leaders**
- **pool lifeguards**
- **water safety instructors**
- **tennis instructor**
- **Wading pool guards**
- **sport officials.**

Interviews for these positions will take place the latter part of January through March and applications from Scarborough residents will be considered first.

For more information, please call the Recreation and Parks Department (438-7411) or drop into the Student Services Office.

Allen and Heighington Praised

By John O'Donohue
Remarkable Students

Don Allen and Gary Heighington can be placed on par with the most remarkable students that have attended Scarborough College since the College opened. They presently are vice-presidents of the Scarborough College Student Council (SCSC) as well as SCSC commissioners.

Don Allen has aided me by developing an extensive program of forums, organizing trips to Stratford-on-Avon, and co-ordinating my endeavours to represent the students' interests on the College Council and its Committees. Mr. Allen's assistance has allowed me to have effective input in lobbying for more and improved study areas, a unique work-study program in government administration, and a new library and study complex at Scarborough College.

Mr. Heighington has brought financial accountability to the SCSC. In past years there has been much irresponsibility by the SCSC in keeping proper books of accounts. Last years' council failed to account for $12,700.00 of student funds. Mr. Heighington has worked closely with the internal-audit department of the University of Toronto and a bookkeeping firm hired by the SCSC. This has resulted in proper control of student monies which have been entrusted with the SCSC.

Mr. Heighington's job has not been easy nor popular. However, such firm control over council finances will allow the 74 75 SCSC to be truly proud of its financial records.

Without the cooperation and assistance of these two students, I would have been unable to properly represent the interest of students at Scarborough College.

LOST

Girls Cross Pendant (gold) lost on January 14th by a visiting student either in H216, Hallway, or on way to free parking lot. Great sentimental vlue. Reward please call Roger after 6 p.m. at 291-3928 (if not in, kindly leave message)

FOR SALE

A 1967 Volkswagen sedan, 1500 model, with 20,000 miles on a rebuilt motor. Runs real good. Asking $500. Call 759-3934 or 787-8915.

TYPING ROOM
Room S-303-G
(Right of the Residence Office)
AVAILABLE TO ALL
MEMBERS OF THE COLLEGE
If door is locked, check at the SCSC Office
or at the reception Desk

Jackson plans a trip to Iceland

By Kim Jordan

Seven Scarborough students plan to spend a month far indeed from the madding crowd: in Iceland. Under the guidance of Professor Edgar Jackson of the Geography Department of Scarborough College, the students, who range in age from eighteen to twenty-one, are preparing for an expedition to the land of ice and fire at the end of the spring term.

The members of the expedition, Bob Elder, Lorne Green, Adele Harradine, Jim Leighton, Ted Morris, Barbara Porter and Dianne Russell, are first and second year students planning to major in geography. All have some field experience, but none to match that offered by the venture to Iceland. The students' first reaction to this extraordinary proposal was laughter and disbelief.

"I mentioned it in class, and the first reaction of 140 people was to laugh," says Prof. Jackson, " 'Iceland', you know, 'strange place'. But 32 people applied to go." Costs per student and the prospect of forfeiting a month's wages or a summer job, narrowed this number to the seven enthusiastic students who are prepared to pay $500. out of their own pockets to join the Iceland Expedition.

Iceland is familiar country to Professor Jackson, who went himself as a first year student ten years ago, and returned in 1973 to research rural settlements and agriculture for his Ph.D. thesis. That expedition, in August, was almost washed out, ("there were rivers going through the tents") but the students can expect a more reasonable climate when they leave in May for Keflavik on the south-west coast of Iceland.

The expedition will concentrate primarily on three areas of particular interest on the western peninsula of Iceland, and in the mid-north. These areas were chosen because they are the sites mentioned in Icelandic family sagas dating from 1200 A.D., and detailing settlement patterns and economic lifestyles of the Scandinavian and Celtic peoples who settled the island in the sixty years following 870 A.D.

"These three particular ones are very interesting," says Professor Jackson. "You can see farms today still in operation which were mentioned in the sagas a thousand years ago."

The students plan to trace the evolution of the settlements, and construct an up-to-date map of settlement patterns, examine the soil and characteristics of the farm sites, land uses and economic characteristics.

Professor Edgar Jackson, will take a group of his students off to Iceland after the spring term to study the evaluation of early settlements there. They will also study the soil and the economy.

"We'll interview the farmers," says Professor Jackson. "We'll have interpreters for this. A lot of the farmers can speak English but they're very shy about doing so."

The students also plan to investigate the impact of the recent changes in climate upon Iceland's hay crop, which is vital to the Icelandic economy, based as it is on farming and fishing.

The expedition will fly from New York to Keflavik, travel by bus to the capital, Reykjavik, and west to the first site. The students plan to hire a Land Rover in Akureyri in the mid-north and use this method of transportation to reach the remaining sites, where they will camp for one week at each site. A week's relaxation period is expected at Myvatn, a volcanic desert of stark, desolate beauty, featuring lava flows and hot springs.

"While the primary purpose is to do research on settlement and agriculture," says Professor Jackson, "really what we're trying to do is make it a fun trip. I don't see this as a group of foreigners descending on a place to sort things out. I hope that my group will go in a very humble manner, asking for information."

The expedition is an opportunity for original and unusual research work, for personal enrichment, not credit.

The Iceland expedition has received a subsidy of $1,500. from the University of Toronto Varsity club, and other applications have been tendered. The total cost of the venture, including the costs of air fare, transportation in Iceland, food, and the hire of interpreters, is estimated at $6,160. With each student's contribution of $500. and Professor Jackson's of $600., the probable deficit is still $2,060.

"I know I've got a damn good group of people," Professor Jackson says, "because they're prepared to make that commitment to something that's part research and part fun."

There is a desperate need for camping equipment, however. Any one willing to lend camping equipment, particularly tents, to the Iceland Expedition in May, is urged to call Professor Edgar Jackson in R5704, at 284-3326, or 439-2372.

Professor angry over evaluation

Continued from Page 2

student to ask if he gets what he pays for unless he has fulfilled his obligation to work for what he gets. We observe, then, that **to a degree** the student is responsible for the success of the course he undertakes.

Note well: 'To a degree'. This is an important qualification because the instructor is clearly under the greater obligation to make the course successful; this is because, from the consumerist/legalist point of view, he is the merchant or expert who professes excellence and expertise. However, the idea that a course's failure reflects upon the student **as much** as it does on the instructor, does not follow from the consumerist/legalist point of view. Consider that a student could conceivably never contribute to class activities except in the minimal way of attending classes and perhaps even doing some of the assignments; he is not obligated to actively promote the success of a course by doing **more** than is required. Such activity would be considered above and beyond the call of legal and pragmatic duty. The notion that students do bear such a responsibility follows from a radically different concept of education that introduces, or emphasizes, the intellectual and moral aspects of education. According to this view, education involves essentially a covenant or agreement and commitment between persons — not clients and merchants — who **share** the project of teaching and learning. Both parties are morally as well as intellectually obligated to place a basic trust in each other; this is true even in the most trivial activities involving simple instruction, such as showing someone how to do something. However, we must note that in cases where personal development is a prime concern, there is a corresponding emphasis upon persons showing respect for each other as individuals; this is just as true for learning how to do scientific research as it is to write an essay or to play a sonata. This obligation is fulfilled when persons **care** for each other, when they freely take up each other's best interests.

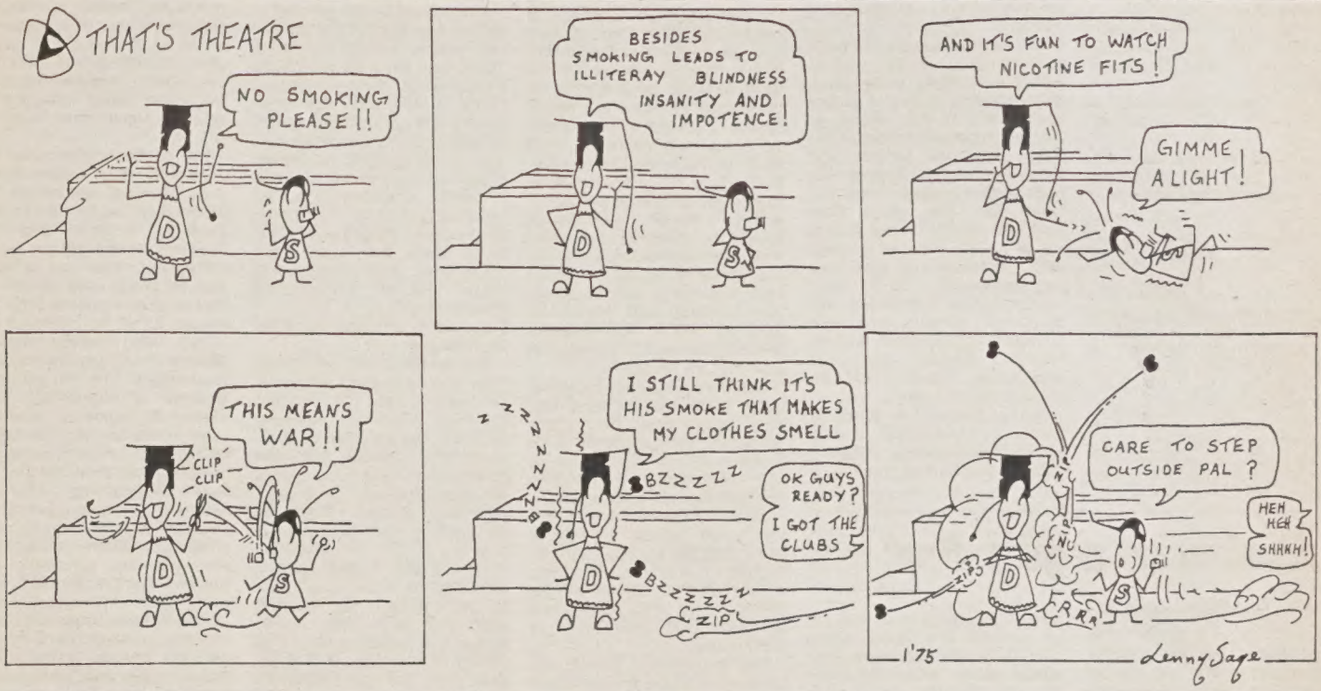
Responsibilities on the professor

Now to a few criticisms of the fall course evaluation, 1974. My fundamental objection to this kind of evaluation may be summarized by saying that it does not do enough, and that it does too much. According to my idea of education it insufficiently emphasizes the convivial, shared responsibility of students and professors alike to make education fulfilling. It places this responsibility almost exclusively on the professor. (Of course, students grades could be regarded as an assessment of their contribution, but the student course evaluation makes no mention of these and so, as a statement about the success failure of courses, it is incomplete and unbalanced.) It does too much when it augments a few mysteriously selected comments with statistical percentages, which in turn represent the proportion of respondents choosing mysteriously selected categories of instructional performance. The utter absurdity of this technique, which mystifies and outrages us until we stop to think, is evident when we discover that 33-1/3 per cent of respondents (in an actual example) means one out of three enrolled students!

Quite generally the comments and suggestions are both intelligent and useful, though at times they are ambiguous.

Continued on Page 6

OPINION



DAVE COGGINS, 1st Year

Smoking should be prohibited in the classrooms and cafeterias. It is all right anywhere else, in the open areas such as the meeting place. I am a non-smoker. Smoking is harmful to ones' health and should definitely be prohibited in the smaller enclosed areas of the college. It should also be prohibited on the school buses.

SCOTT CAVALIER, 3rd Year

Smoking should be prohibited in some places or areas of the College. Perhaps they could have special smoking areas. I say this mainly because of the hazard of fire which was experienced recently and a concern for the non-smoker. Smoking in classes should be based on an agreement between the students and professor. It should not be prohibited in the cafeteria. Smoking in the College should be based on commonsense and common courtesy. I am a smoker.

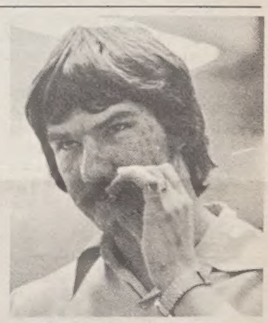
To smoke or not to smoke — that is the question. We all know about the hazards of cigarettes, pipes, cigars, and whatever else is smoked around the college. But, the fact remains, there's still lots of people who don't smoke. Is the day of the non-smoker here at last? Is it really true that non-smokers are telling smokers to puff on their leaves somewhere else? The Balcony Square asked students if they thought smoking should be prohibited in places around the college.

Survey by Beverley Tate

Pictures by Greg Fitz

MARION MILES, 1st Year

It bothers me to no end when people smoke in classrooms but it is all right anywhere else. I can see how it may offend the non-smokers especially in small enclosed areas or rooms. I also sympathize with the smokers because they may really need to smoke. I am a smoker.



NORM HAMFELT, 3rd Year

Smoking should perhaps be prohibited in smaller classrooms if the students in the class agree. It may depend on the size of the room and the number of students in it. It is all right everywhere else, even on the buses. The fewer rules the better. If they did prohibit smoking in all lectures I would not go along with it especially in large classes where it does not make it uncomfortable. I am a smoker.

BROTHER JAY MADSEN, Third Order of St. Francis, 3rd Year

I think that God has given man a free will to do what he wishes, a will which man will follow. Smoking should be a matter of consideration and courtesy for others rather than a set of rules and regulations. It should not be prohibited but it should be up to the individual's discretion as to whether or not they smoke. I smoke a pipe which is less hazardous to my health.

PAT BROWN, 1st Year

Smoking should be prohibited in certain areas especially with respect to the fire incident recently encountered, in the R-wing. I do not feel that you can stop people from smoking it may be useless to try and prohibit all smokers. It should perhaps be prohibited in lectures with large numbers of people where it becomes impossible to breathe. I am a smoker

ANN BELLEFEVILLE, 3rd. Year

I am against it because I do not smoke. I especially dislike it in classrooms. Smoking should be enforced. There are signs but they are ignored this bothers me too. I am glad that there are study areas for the non-smokers.

TUDOR HOOGAKKER, Graduate

Smoking is fine anywhere, unless the hazard of fire is really prominent. It is only reasonable that the air conditioning units are good enough to clear the air, therefore prohibition is not necessary. It should definitely be left up to the individual as to whether or not he smokes and where he smokes.

MARIA KUK, 3rd Year

I do not think it should be ruled by prohibition. I find it annoying in small classrooms and some lecture halls. It is partly the responsibility of the non-smoker to ask the smoker not to smoke if it is bothering them. Smoking in smaller areas should perhaps be ruled out. I am a reformed smoker, I used to smoke.

SCSC ELECTIONS

(1) President
(1) Full Time Vice President
(1) Part Time Vice President
(2) Second Year Representatives
(2) Third Year Representatives
(2) Fourth Year Representatives
(6) SAC Representatives
(5) Part Time Representatives
(1) Durham College Seat

The Chief Returning Officer and Head Trustee is Rod Watson.

NOMINATION FORMS ARE IN THE SCSC OFFICE. NOMINATIONS CLOSE ON MONDAY, FEBRUARY 24, 1975 AT 6:00 P.M.

ALL STUDENTS ARE ELIGIBLE TO VOTE!!!

CANDIDATE ELECTION FORUM

All Candidates are welcome to present their ticket and/or platform on Monday, March 3, 1975 beginning at 10:30 a.m. and closing at 1:30 p.m. sharp, as per the recommendations of the Chief Returning Officer and Head Trustee, Rod Watson. The polls open 4½ hours later the same day. Due to a time restriction the following format will be strictly adhered to: each year representative, part time representative, and SAC representative candidates will be alloted 2 minutes each; vice presidential candidates will be alloted 5 minutes each, and presidential hopefuls will be given 10 minutes each.

Prime Time will be given to Vice Presidential and Presidential hopefuls between 12:00 noon until 1:30 p.m.

Evaluation angers Prof.

Continued from Page 4

However, it seems that the opportunity to participate in the assessment of teaching carries with it the possibility of students 'at last having their say' and 'getting even'. This may just as easily happen in a classroom critique as in answering a questionnaire. What is compelling in either case is that students sometimes respond with vindictiveness and a sense of revolt. This is no doubt a sign of the times. It is certain that students are victims of oppression, though it is not altogether clear who the 'oppressors' are. I would suggest that they are not so much the professors (who may nonetheless be unwitting instruments of oppression), as they are the common myths of education and achievement which we have all grown up with, and the seductive ideas we have courted through years of public schooling. Heaven knows the delusions concerning the value and necessity of formal education and qualification which plague our way of life. But to suggest that professors are the oppressors because they are part of a system perpetuating oppressive delusions (Aren't we all?) is to do them an indignity as individuals. I sincerely doubt that all or even most professors 'don't care' about the well-being of students as persons (any more, let us say, than do students about each other). I also doubt that they do not consult their students now and then in order to obtain opinions on various aspects of courses being offered. Consider that any student who charges that professors don't care should already have asked himself whether he has cared enough to take the time and courtesy to inform his professor of his personal opinion. In other words, I believe that to go beyond our legal and pragmatic duties we must take the initiative to treat each other with dignity . . . and this means to meet one another as responsible, caring persons. But it is curious that after a feverous period characterized by demands for 'participatory democracy', apathy and non-caring should exist side by side with destructive revolt and civil disobedience. As the tide has turned in educational politics, professors are once again obliged to instruct when they would rather guide, to issue directives rather than pitch signposts. All this convinces me that we shall not easily eliminate the frustration felt by students and professors alike — How can we when educational policy postulates freedom of choice and society exerts great pressures on individuals to meet its needs and technocratic ends?

Ask "why" not "how"

Yet, perhaps the most serious failing of our modern temperament, is the plain fact that we neglect the most important questions. We ask HOW we are to solve our global problems, HOW we are to improve our instruction, HOW to design the perfect questionnaire, but do we often ask 'WHY, for what ends?' A Socratic question such as this requires, above all, an open mind and considerable patience; things which in practical affairs we tend to lose too quickly in our quest for efficiency. Rather than being so preoccupied with marking, credits and time-tables, perhaps students should concern themselves with becoming receptive to new thoughts and problems? Rather than being distracted by administration, following regulations and covering material, perhaps professors might concern themselves a little more with the tribulations of modern undergraduates?

But I doubt if my comments will be seriously debated . . . We shall likely work harder to perfect the present questionnaire and aim obsessively for greater teaching efficiency. However, some of us will continue to believe that things really happen over a cup of coffee or a glass of beer, between friends wrestling with that painful question 'WHY?' Frankly, that's how I get my most useful 'comments and suggestions', and I'm quite sure that that's when my students 'get their money's worth'. I sum, the challenge is for each of us to share in the consummation of education through continuous dialogue and evaluation. We must not put off asking, again and again: Why?

Professor Sal Amenta
Fine Art

The Crisis in Financing

Continued from Page 1

been quoted as saying that universities may have to limit enrolments. The CAUT has recommended an increase in university tuition fees adjusted annually to the rise in the cost of living. This is similar to the position taken by Secretary of State Hugh Faulkner in a recent speech to the AUCC. In addition, individual administrators, such as U. of Toronto's John Evans, have come out in favour of indexing tuition fees to the cost of living. These retrograde proposals come at the same time that administrators at the University of Wisconsin, where such a policy is now in effect, are working out plans for lowering tuition fees because inflation has made it too much of a burden on students.

Some universities, including Queen's and Toronto, have said they may soon fire some academic staff. Others have threatened that they will make only token salary adjustments for their staffs. The cutbacks in services planned everywhere will mean serious lay-offs of non-academic staffs. However bad the situation at universities, it can only be worse at the colleges. Staffs there are already paid less than at universities.

The University of Toronto has dropped a planned increase of $550,000 in graduate fellowship support. In its brief to the OCUA, dated December 20, Toronto has announced that it does not intend to relieve the staffing squeeze in its Biology Department, where enrolment has increased by 122 per cent in the last four years. "For the last two years," says the brief, "there has been an overall increase in the ratio of student BIU's to full-time equivalent faculty of 5 per cent per year." In addition, Toronto announces that it will cutback on library hours and acquisitions and that it will abandon its interdisciplinary studies programmes. Since Toronto is in better shape than most other universities, what is happening there will be accentuated elsewhere.

Some, but by no means all, of the implications:

The government obviously finds post-secondary education an easy target for budget trimming. Academia (including students) has so divorced itself from the public that the government thinks the public will sacrifice an open post-secondary system. What the government has confused, of course, is the structure of academia with the principles of education as a social priority. Adequate support for students, staff and institutions is obviously a prerequisite for a high quality of education. And in the long run the government's present policies can only restrict access to institutions that are already far too much the sphere of the economically privileged.

In economic terms, it would be hard to justify the government's cutbacks. The percentage of the provincial budget devoted to post-secondary education has fallen in the past few years, although more people are within the system. Corporate taxes, on the other hand, have not increased significantly (see attached).

But if the government has demonstrated no support for the principles of universal accessibility and educational quality, neither has the academic establishment so far.

Students, who are a fixed income group, and staffs, are increasingly pinched by inflation. As we have pointed out, OSAP, the student support scheme in this province is both inadequate and inequitable. Instead of supporting such claims, the academic establishment is clamouring for higher tuition and restricted access. It has fought at every step of the way efforts by teaching assistants to unionize in order to secure decent wages and working conditions. It maintains sexist hiring practices and unequal wage scales for men and women employees. In short, is adopts the attitude of private industry towards its workers; and like private industry it is attempting to shift the burden of inflation onto students and staff. That this is the case is largely

Continued on Page 7

Housman
"Shoulder the sky my lad, and drink your ale".
(Last Poems)

Shakespeare
"For a quart of ale is a dish for a king".
(The Winter's Tale)

Borrow
"Good ale, the true and proper drink..."
(Lavengro)

Browning
"There they are, my fifty men and women".
(One Word More)

poetic justice

ENTERTAINMENT

Article 58 - a trip to wartime Russia

By Beverley Tate

I went to wartime Russia, vicariously of course, via 'Article 58' by Solzhenitsyn Sounds authentic, believe me it really looked authentic. It may be slightly dated occurring in one of Stalin's prison camps during World War II nonetheless, being based on the personal experience of the author, it appeared to be an excellent portrayal of what it was like to live in a prison camp. Almost all the prisoners were arrested under 'Article 58' — suspected treason. What the audience essentially sees is the treatment of these prisoners and how you could survive in a prison camp. Some prisoners were better off than others because they co-operated with the authorities thus gaining prestige.

Moscow didn't like

The play exploits the political diplomacy of the time. Moscow did not like this portrayal, banned the play and exiled its author for revealing the truth. The St. Lawrence Centre is now presenting the 'third scale mounting' of the play successfully.

Leon Major attempts to bring forth the optimism and comedy in the play. (Considering the subject matter this could be difficult) Solzhenitsyn paints a grim and terrifying picture of life in the 'Gulag Archipelago' where the political prisoner is the lowest man on the totem pole ...' The human agony and grimness is powerful but there is a touch of optimism. The play, at points, even portrays humour. Solzhenitsyn only wrote two plays — 'Article 58', published under the title of 'The Love Girl and the Innocent', was his second (1944) and, according to critics, his best.

Was realistic

The extremely realistic set which extended partially into the audience could not help but envelope you in the content. The setting and costumes were perfect, an instant reminder of war and prison camps. Before any action occurs you know where you are. It sets the atmosphere of bleakness and gloom. The soldiers, all in grey, conformed to the initial impression along with the ragged prisoners. The lighting further emphasized the atmosphere. From the technical view it was a great reproduction of exactly what one would expect to see. I cannot emphasize enough how true to life the setting seemed to be and the atmosphere evoked by it.

It was suspenseful. You keep waiting for something to happen yet nothing really does. It is simply a portrayal of the way it was. In this sense the play could be considered a bit static. However, it really gives the audience something to think about and is reminiscent of a part of the past we cannot forget. It practically begs the question of how you would survive under the conditions shown. It may be easier for us women. We could always flaunt our bodies around in the event that someone with authority would take a fancy to it. It was not as easy for the men in the camp. They had to do favours such as bringing gifts etc. to those in authority if they wanted to have a few privileges. Some prisoners were themselves former members of the army and believed in communism to no avail.

Recurring theme of favours

The philosophy found throughout the play is pertinent to the total situation and extremely interesting. The recurring theme of doing favours to gain prestige and power is also interesting conveying the hypocrisy and corruption of the political policy. The prisoners, some of which were there unjustly, were denied almost everything except minimal necessities while those in higher positions led relatively elegant luxurious lives.

It was a good performance with a cast of over thirty. I could not specify which roles were the best. They all appeared comparable. It was good acting.

The play is on until Feb. 15th. If you were interested in good theatre, history, politics, philosophy or socialism, this play will most certainly be of interest to you.

Crisis in Financing

Continued from Page 6

due to the closed, corporate ways in which decisions are made in academia.

Centralization of power has led to an arrogation of authority among post-secondary institutions. They have claimed the right to withhold public information from public bodies, for instance. Recently, the COU has said, "The restrictions are going to make it necessary for universities to rethink their long-term plans." In such a way does an unrepresentative council of university presidents claim the right to set long-term educational policies for this province.

What we see clearly is that our fight is with the government for a decent post-secondary educational system, which implies not only adequate support for students, staff, and institutions, but which also implies an open, responsive, and democratic post-secondary system.

(Carolyn Kendrick is a researcher with the Ontario Federation of Students. OFS can be reached by calling 862-0118 or by mail at 380 Victoria Street, Jorgenson Hall, Toronto 2, Ontario.)

OPEN MIKE
- free sound system
- open to any folk interested
12 - 2 p.m. daily
IN THE PUB

The Toronto Consort will perform at Scarborough College in the Meeting Place on February 16. The group, which plays instruments from the Renaissance and Medieval periods, is led by music professor Timothy McGee, far left. McGee organized the group a few years ago.

Toronto Consort Concert

Toronto Consort Programme
I. Music of the Middle Ages

Substitute clausula ..... Anon. (12th century)

Tres doulz amis ..... Jo. Vayllant
A pledge of constant love

Ave caro splendida ..... Anon. (13th century)

Ascendit Christus ..... Forest
A triumphal motet celebrating the Ascension

Regina coeli letare ..... John Dunstable
A motet to Mary, Queen of the Heavens

Lullay ..... Anon. (15th century)
A lullaby

Two medieval dances ..... Anon. (14th century)
Trotto
Belicha

Intermission
II. Music of the Renaissance

Deus in Nomine tuo ..... Josquin desPres
"God hear my plea and ward off injuries"

Three settings of Tandernaken ..... Jacob Obrecht
Alexander Agricola
Henry VIII

Au travail suis ..... Loiset Compere
Composed of pharases from several of the most popular chanson of the day.

Vray Dieu, qui me confortera ..... Antoine Bruhier
God comforts me when I am sick and alone

Cecus non judicat de coloribus ..... Agricola
An intrumental piece with the title "a blind man cannot judge colours"

Si sumpsero ..... Obrecht

III. Music of the 20th Century

Consortium ..... Walter Buczynski
written for the Toronto Consort through a grant from the Ontario Arts Council. This is the first performance of the piece.

SPORTS

Canadians are in bad shape 2nd. of a Series

What Physical Fitness Will do for Your Body

By Jim Mahony

In the last issue of Balcony Square we ran an article entitled "Physical Fitness: Who Needs It?". The purpose in writing this article was twofold: firstly, I wanted to scare some of our idle readers with some alarming statistics and secondly, I wanted to describe physical fitness in the "proper" terms.

Part II of the Physical Fitness series will dwell on the conditioning aspect of fitness, ie. the anatomical benefit derived from regular aerobic exercise. Aerobic exercises are those which demand oxygen without producing an intolerable oxygen debt so the exercise can be continued for long periods. Aerobic exercises therefore result in a continual demand for oxygen and thus require a sustained elevation of the breathing rate and heart rate. It is this type of exercise which when maintained at a certain level for a given period of time brings about cardiovascular fitness.

True, physical fitness or cardiovascular fitness is a condition where the heart muscle has become enlarged (as in the case of weight-lifters' biceps) thus enabling the heart to contract with greater force and pump a greater volume of blood throughout the body in a single contraction. Concomitantly, the heart rate is decreased since the number of beats required to circulate a given volume of blood will be less. The second major advantage of aerobic fitness is the increased vascularization which occurs in all tissues of the body. Regular aerobic exercise causes additional small blood vessels to appear in skin, muscle, brain etc. thus increasing the effectiveness of the cardiovascular function viz. supplying oxygen and nutrients while removing metabolic waste products.

Aerobic conditioning also produces more blood. Laboratory studies have shown that people in good physical condition have a larger blood supply than "deconditioned" individuals of comparable size. An average individual can increase his blood volume by nearly a quart in response to aerobic conditioning. Returning once again to heart rate (the best single indicator of cardiovascular fitness) training reduces maximum heart rate during exercise. The healthy heart will peak out at 180-190 while the unconditioned heart may go up to 230 beats per minute during exhausting activity. Extremely high rates of contraction are potentially dangerous to the heart muscle.

The increased vascularization is of great benefit to the heart where more or larger blood vessels supplying the heart muscle considerably reduces the chances of any heart failure. And even if a heart attack were to occur the improved blood supply would help to keep the surrounding tissue healthy and improve chances for a speedy recovery.

The lungs also play a major role in attaining aerobic fitness since the lung surface is the site for oxygen and carbon dioxide exchange between the lungs and the blood. The tissue demand for oxygen is governed by the rate at which the lungs can take in air. The amount of air that can be inhaled and exhaled is determined by muscles of the chest which expand and contract the lungs. A "fit" person will be able to move more air into and out of his lungs in a given period of time because the chest muscles have been trained to do more work (through regular aerobic conditioning). Thus a "fit" person can utilize oxygen at a faster rate supplying oxygen to all the tissues of the body so that it can maintain a greater work load for a longer period of time.

Of interest is the effect aerobic exercise has on the digestive system. Physical fitness has a relaxing effect on the whole body and especially the digestive system.

Conditioned individuals generally produce less acid in their stomachs. Exercise reduces peak levels of hyperacidity and can also decrease the occurrence of stomach ulcers.

Emotional stress causes the heart to increase its rate of contraction as the sympathetic nervous system combines with the output of the adrenal glands to produce a high level of hormones in the blood which when they reach the heart cause it to increase in rate. A conditioned body is less affected by these hormones and has a built-in degree of protection against uncontrollable emotional crises.

Since exercise has a relaxing effect on the whole body sleep comes more easily and you get more benefit from sleep in a shorter time. The less active a person is the greater difficulty he has in getting to sleep and like most listless people they are less awake during the day.

These are some of the major advantages of maintaining a level of cardiovascular fitness. I hope that in reading this article you will begin to realize the benefit that you personally can derive from physical fitness. You are no longer ignorant of the benefits of fitness, consider yourself educated.

Get out there and jog, run, swim, play basketball, squash or tennis! In the name of health, YOUR HEALTH, sprout some blood vessels this week.

Interfaculty hockey at Varsity Arena during the week of play before the Christmas break. (photo by Jim Mahony)

Intramurals

The standings as of Wednesday, January 29 are as follows:

FLOOR HOCKEY	Points
Angie & Drugs	5
Henderson & Co.	5
Residence (Kilroy)	3
Pilegg & Co.	3
Katsuras & Co.	2
Chas. Asling & Co.	0
Coggins & Co.	0

INDOOR SOCCER	Points
Budd & Co.	6
Italia	6
Scarborough Intern'l	4
SCISA 'B'	3
SCISA 'A'	2
Chinese Students	2
Pincus & Co.	1
Profs	0

BASKETBALL	Points
Katsuras & C.	8
Chinese Students	3
Residence Bombers	3
The Loaded Lakers	2

COED. VOLLEYBALL	Points
Division I	
Taimo's Troop	3
Toon's Team	2
Dadzusses Mooses	0
Division 2	
Gryphons	4
Lombardi's Loafers	2
Begg's Bombers	1
Kaasik's Killers	0

THREE HOCKEY PLAYERS MAKE ALL-STAR TEAM

Scarborough's "A" Men's Hockey team is presently 2 points out of first place. Although Dentistry holds first place, Scarborough has split games with Dents only recently losing 4-2 to them. Scarborough's record is 6 wins, 6 losses, 1 tie assuring them a spot in the Interfaculty play-offs.

Three "A" players were picked for their division's All-Star Team. These accomplished players are Steve Allen, goalie; Glenn Farber, defense; and Rick Fisk, right wing. They will be playing Friday, February 7th at Varsity Arena in the U. of T. Interfaculty All-Star Game.

During the weekend of February 1st, the team is travelling to Sudbury to participate in the Laurentian University Invitational Hockey Tournament. Toronto area teams competing will be Scarborough College, Erindale College, St. Michael's College and three teams from York University. Laurentian is entering 6 teams along with other entries from Trent, Guelph and Waterloo. Looks like a packed weekend for hockey!

The women are not to be outdone by the men in hockey here at Scarborough College. The women's team has won two games and tied two. St. Mike's is one point ahead of Scarborough in first place. Friday, January 31st will be the season's crucial game as St. Mike's and Scarborough meet to settle the dispute for first place and also to determine play-off positions.

Women's Ice Hockey Standings

Team	Pts.	GP
St. Mike's	7	5
Scarborough	6	4
Phys. Ed.	6	5
Erindale	6	5
St. Hilda's	4	4
Victoria College	3	5
University College	0	5

Along with ice hockey, the women are going strong in the Women's Intercampus Volleyball League. A series of three evenings of round robin play plus finals has been the structure of the League.

January 15th at Erindale
Scar. vs. St. Geo. 15-6, 15-12
Scar. vs. Erin. 16-14, 15-13
St. Geo. vs. Erin. 15-4, 15-0
(lost by illegal substitution)

January 22nd at Scarborough
Scar. vs. St. Geo. 15-10, 12-15, 15-13
Scar. vs. Erin. 15-2, 16-14
St. Geo. vs. Erin. 11-15, 15-11, 15-6

Standings: Scarborough 8, St. George 4, Erindale 0.

Although the standings show Scarborough clearly in first place, the individual games have been close and well fought. At any time during the remaining schedule, there could be an upset. To Scarborough's advantage is the fact that the team manages to keep their composure and overcome pressure packed moments. As a result, many situations have been turned to their advantage. The finals will be HERE, WEDNESDAY, FEBRUARY 5 at 7:00 p.m. Everyone welcome!!